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ABSTRACT

This manual is intended to aid extension personnel in obtaining local support through written proposals. The following topics are discussed: (1) reasons for a written proposal; (2) factors to consider in planning proposals; (3) strategy for proposal development--organization structure, writing the proposal, objectives of the proposed project, program description, program procedures, budget; (4) presentation of proposal; (5) evaluating and publicizing; and (6) example of actual proposal successfully funded. Contained in appendices are examples of local proposals, an example of evaluation of programs, an example of publicizing, and a potential list of local sponsors. (KM)

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OBTAINING LOCAL RESOURCES

FOR

COUNTY EXTENSION PROGRAMS

Extension personnel are interested in strengthening, expanding, or creating educational opportunities for people within their counties. Additional resources are usually needed to provide greater Extension experiences. This manual is focused upon simple procedures for obtaining local support through written proposals.

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I. INTRODUCTION

Cooperative Extension Agents throughout the United States are interested in strengthening and expanding existing local programs and in the creation of innovative efforts. A crucial limitation in the development of these programs is the availability of additional resources. Although public appropriations continue to be the major contributor to Extension efforts, an untapped reservoir of local private contributors appears to be the answer to the immediate need of additional resources for local county program efforts. These local resources are available in each county throughout these United States with many county agents presently expanding program efforts beyond belief due primarily to the securement of local private resources.

These guidelines are being presented to county Extension agents as helpful hints in the process of obtaining local resources. There are several factors which must be considered in the utilization of this manual:

1. Only local organizations are being considered.
2. Resources include supplies and personnel as well as money.
3. Only private organizations are being considered.
4. The resources are obtained with local involvement.
5. A written proposal will be the main vehicle to secure the additional resources and will be brief, short ranged, reasonable in scope, and appropriately presented.
6. The strategy suggested - for Extension personnel who have limited time available for proposal development.

II. WHY A WRITTEN PROPOSAL?

A well-written proposal presented to a local organization will enhance your image as a responsible, competent educator. The proposal can show your ability to plan and communicate. Developing a written proposal will clarify your request both in your own mind and in the minds of the organization from whom you are seeking support. The proposal, which includes significant educational objectives, will also help you in reporting the project to the public and in measuring its project achievements. Such evaluation will help to insure the program's improvement and continuity of its support.

III. FACTORS TO CONSIDER IN PLANNING PROPOSALS

There are several factors which must be considered in the development of the proposal. They include:

1. What are the current problems and concerns within the county, such as environmental pollution, drugs, delinquency, nutritional deficiencies, neighborhood littering, and neglect?
2. Who should be involved in the planning and preparing of the proposal? Should we include persons close to the problem such as potential participants, community leaders, and potential sponsors?
3. Is the proposal within the scope of Cooperative Extension's philosophy and competence?
4. What are the private sources available within my county which could support the proposed Extension program?

IV. STRATEGY FOR PROPOSAL DEVELOPMENT

The following points suggest a procedure for developing a successful proposal.

1. ORGANIZATION STRUCTURE: Sound program development technology should be utilized in the initial stages of the proposal development. The organizational structure which includes the appropriate representation of the community, both program recipient and sponsors, must be considered in the early stages of locating additional resources. The planning Ad Hoc Committee should help in the identification of the problems or concerns, proposal development and identify potential resources available. This process not only assists with the overall proposal but provides the legitimation linkage with the total community - it is our proposal, not Extension's alone.

A. Possible committee members may include:

1. Extension board personnel
2. Community leaders - Jaycees, town boards, school boards
3. Civic association leaders - Kiwanis and Rotary
4. Business leaders - GE, Westinghouse, and A&P personnel
5. Potential recipients - adults, parents, and teenagers
6. Indigenous community leaders - CAP, NAACP, and church

These committees should have clear goals and responsibilities and should play a major role in the preparation and delivery of the proposal.

2. WRITING THE PROPOSAL: Most private sources of support at the local level have no guidelines for receiving proposals. However, the following types of information should be provided in the written proposal.

A. A brief description of the undesirable situation selected for attack.

1. Identify an area of general concern in the county.
2. Briefly discuss any efforts, including those of Extension, to alleviate this problem.
3. Suggest what further action is needed to alleviate the problem, and how Extension has the required competence, if it had greater resources.

3. OBJECTIVES OF THE PROPOSED PROJECT: The statement of objectives should communicate a clear picture to your potential source of assistance of what can be accomplished with their help. Show the person or organization from which you are seeking resources how the project will benefit the community, including them as sponsors.

1. State clearly what knowledge, attitudes, and skills would be taught to what persons or groups.
2. Show how such education would help to solve the problems described in the proposal's situational statement.

4. PROGRAM DESCRIPTION: The parameters of the program which include the geographical area and clientele to be served should be delineated as much as possible so that the program content is focused upon a given audience within the county. The number of expected participants may be presented, the educational activities planned and the project period should relate to the objectives stated in the previous section. These activities should include the methods to be used, materials involved, and the sequence of events. If possible, indicate how "change" of clientele is to be measured to provide sponsor with some indication of accomplishment.

5. PROGRAM PROCEDURES: It is important to indicate who will be responsible for the program and what additional personnel is needed to successfully conduct the program. It is here that the Extension Service provide the overall leadership to the program and offer guidelines for the secure-ment of additional personnel resources and overall supervision. The orientation and training program of staff members should also be briefly outlined.

If the program will be coordinated with other agencies, this should be explained with the role of each clearly defined especially if other agencies are providing resources for the program. When appropriate, indicate plans for extending or expanding the program past the original period of performance. This will provide an opportunity for potential sponsor to visualize future sponsorship of the proposed successful program.

6. BUDGET: The budget which is presented in the proposal must be realistic, flexible, and provide opportunities for potential sponsors to contribute supplies and personnel time and expertise as well as soft money. The writer should also keep in mind the possibility of receiving resources from more than one sponsor towards a certain element in the budget and plan on integrating several different types of resources into one given proposal.

The following items are usually included in a proposed budget:

1. Personnel Costs: These costs should be realistic to the area and indicate the level of expertise of the persons to be employed. Since these proposals usually focus upon short-term programs, the specific time period of employment including number of weeks and hours of work each week should be included.

2. Travel and Per Diem: Although most of the travel of the employees will be minimal it may be appropriate to include a travel allowance to and from the scene of the project and meal allowance. This item should be kept at a low amount in the budget and may be an in-kind Extension cost.

3. Learning Materials and Equipment: The facilities, office space, and audio-visual equipment are usually an in-kind contribution of the Extension Service or may be presented in the budget as needed. Educational materials should be listed with the expected purchase cost presented with each item. These materials are important to the success of the program and must be presented as realistically needed.

4. Recognition Planned: The recognition segment of a project is an important element in the overall program. An educational trip, recognition certificates of accomplishment, extrinsic recognition like pins, t-shirts, etc., and a recognition banquet at which time the sponsor (s) present the appropriate recognition which should be presented as part of the proposed budget.

V. PRESENTATION OF PROPOSAL

The written document should communicate an "idea" in a persuasive way with the facts presented in an organized, precise, and digestible format. An excellent program with a poor proposal will not encourage the additional resources needed. The following are "helpful hints" in preparing the document:

1. An attractive title will obtain the attention of the reader and should be short and written in lay language.
2. A proposal should be short (2-4 pages), and well organized following the steps presented in this manual, namely:
    1. Situational statement
    2. Educational objectives
    3. Program description
    4. Program procedures
    5. Budget
3. The written document should be accurately typed and presented in outline form as much as possible to quickly communicate the importance of the program and their support.
4. An appendix which includes (1) the philosophies, goals, and organization of the county Extension Service, (2) examples of successful program efforts, (3) documentation of situational statement, (4) VITA of professional Extension staff responsible for project and nature of current Extension expenditures and resources should be available for potential sponsor if appropriate.

Every organization in your community is a potential source of support. Don't be timid in whom you should contact, but it may be practical to gain some understanding of the organization before your initial contact

as to (1) their overall objectives, (2) other community programs sponsored, (3) committee structure, (4) sources of revenue, (5) amounts of resources expended and (6) does anyone in the Extension family know a member of the organization?

Although the written document should successfully communicate your program idea, it is always beneficial to supplement the proposal in a more personal way; several alternatives may be:

1. Personal delivery of proposal by committee members preparing proposal to appropriate members of potential sponsor in an informal manner.
2. Formal presentation of proposal to organizations, board of directors and/or appropriations committee. Slides of potential value of Extension Service with the proposed program may be used.
3. Invite potential sponsor to participate in on-going Extension program and follow-up with proposal presentation.
4. Have potential recipient of proposed program present proposal to possible sponsor.

VI. EVALUATING AND PUBLICIZING

Once your proposal has successfully obtained additional resources for a project, a well-formed plan for evaluation can set the stage for further increases in local support. By laying out an evaluation plan prior to initiating the project, you can insure that you will collect the data necessary to showing achievements of the project.

Basically, the achievements of the project will be of interest to three parties: (1) the Extension organization, (2) the sponsor of the project and (3) the public. Plan what information to collect for each of these parties, and how to best collect such information.

Below are some types of information useful for showing accomplishments and some possible ways of collecting such information.

1. The extent of direct participation in the project, and characteristics of the participants. This is basically a process of counting participants and their frequency of participation, and ascertaining their educational level, area of residence, age, family income, etc.

2. Description of the activities of the project, including photos and slides, and display of any tangible products of these activities.
   You may wish to invite the sponsor or influential members of the public and reporters for the mass media to observe these activities and products at first hand. Their description, verbal and photographic can do much to add to your own.

3. Reactions of participants to the project and its component parts. It is effective to be able to report that a large proportion of those to which the program is directed are satisfied with their educational experience, and plan to continue to participate. A sample of the audience can be selected randomly and interviews or mailed questionnaires used to ascertain their reactions to the project.

4. Participants' change in knowledge, attitudes, and skills over the course of their participation in the project. Such information can be obtained by casual inspection, rating scales subjectively used on a periodical basis by either the participants, the project staff or both, or by objective validated tests or scales.

5. Desirable changes in participants' patterns of behavior. This type of information differs from No. 4 above in that data would show that changes in knowledge, attitudes, and skills have resulted in application to situations outside the teaching - learning situation. Changes in patterns of behavior may be self-reported, or may be reported by observers.

6. The extent to which participation and the consequent knowledge, attitudes, skills, and patterns of behavior in themselves achieve, or serve to achieve, the objectives stated in the project proposal. Participants, Extension staff, sponsors, or outside observers, can be involved singly or in a panel in making such judgments.

If effectively packaged and presented, one, several or all the above types of information can be used to help the Extension organization, your project sponsor, and the public appreciate the accomplishments of the project. Such information can be utilized through:

1. Releases to the mass media in articles or interviews.
2. Extension publications.
3. Presentations to formal or informal gatherings of county residents.
4. Presentations to the sponsor of the project.
5. Proposals for additional resources for Extension programs.

Appendix B provides an illustration of a funded project, evaluation, and publicity which employed several of the above suggestions.

VII. EXAMPLE OF ACTUAL PROPOSAL SUCCESSFULLY FUNDED

A successfully funded proposal presented in Schenectady County, New York, will be utilized as an example of writing a document for potential sponsors. Each section will be presented and briefly analyzed as to guidelines previously provided in this manual. Although this proposal focuses upon urban disadvantaged youth, the procedure has wider application.

A. Organizational Structure: Because of the scope of this proposal several organizations were involved in the initial stages of the document preparation. Representatives from the Cooperative Extension Service Board of Directors; Chamber of Commerce Agricultural Committee; Schenectady, Niskayuna, and Rotterdam Kiwanis Agricultural Committees. Community action programs, housing authority, and potential indigenous adults were involved in the development of the program. They met for lunch twice to discuss the potential of the program and made suggestions as to possible resources.

B. Situational Statement: There are several pockets of disadvantaged families and youth in the city of Schenectady which are in need of worthwhile educational experiences in making their environments a better place in which to live. During the past three years, the 4-H Division has provided several programs on an experimental basis and is ready tc assume more responsibilities with more youngsters this coming summer. Last year the Chamber of Commerce co-sponsored a beautification program with 150 youngsters at Yates Village in conjunction with the Schenectady, Niskayuna, and Rotterdam Kiwanis Clubs, the Schenectady Rotary and the Municipal Housing Authority. These youngsters beautified their yards, exhibited at the Altamont Fair and received a recognition trip to the Altamont Fair.

Because of the success of this program, the 4-H Division and the Chamber of Commerce would like to continue the program at Yates Village and expand into other needy areas such as Riverside-Barrett Street area, Steinmetz Homes, Summit Avenue, etc.

In order to continue and expand these summer programs with youth, we need financial resources to (1) hire outside assistants who have leadership ability, a knowledge and the desire to work with youth and a sense of responsibility, (2) obtain the necessary supplies and equipment, and (3) provide some form of recognition that will be rewarding.

The undesirable situation was focused upon several pockets of disadvantaged families in the city of Schenectady where improving their environment would make these areas a better place in which to live.

Extension has worked with 150 youngsters in Yates Village with success in assisting them in beautifying their yards and having learning experiences beyond their local confines.

Because of the success of this program the Extension Service would like to continue and expand this project this year with families in new areas. However, additional resources are needed in order to provide educational opportunities for these deprived Schenectady families.

C. Objectives:

1. Objectives: Boys and girls who -

   a. Have developed manual skills in outdoor gardening.

   b. Have developed pride in their environment by helping to make a better place in which to live.

   c. Have developed self-confidence and individual worth by the experiencing of positive results in their own accomplishments.

   d. Have made a positive contribution to their families and their friends in terms of flowers grown.

   e. Have gained understanding and some skills in group action and interaction.

These objectives clearly show what knowledge, attitude, and skills disadvantaged urban boys and girls, 9 to 19 years of age in Schenectady

would be provided for with learning experiences. The phrases "Developed manual skills in outdoor gardening," "developed pride in their environment," "Developed self-confidence and individual worth," "have made a positive contribution to their families and friend," and "have gained skills in group action and interaction" all provide the potential sponsor with the accomplishments desired of the program.

D. Program Description:

a. Make a concentrated effort in Yates Village, Steinmetz Homes, Riverside-Barrett Street area and the Summit Avenue area to enroll the youth, 9 to 19 years of age.

b. Offer flower projects in which manual skills are needed and which contribute to beauty outside the home and to help the improvement of their environment.

c. Offer ways in which some of these flowers may be used in the homes and be preserved for another year, such as roses and glads.

d. Provide intercultural experiences through the natural methods which 4-H provides, such as the Altamont Fair.

The geographical areas of Yates Village, Steinmetz Homes, Riverside-Barrett Street area and Summit Avenue area have been identified with the specific audience youth 9 to 19 years of age. Flower beautification projects along with intercultural experiences will be the activities used with the sequence of events to include planting, utilization, and preservation of flowers and intercultural experiences like the Altamont Fair.

E. Program Procedures:

1. Hire four 4-H field assistants (experienced 4-H leaders and/or outstanding college students with 4-H experience) to work directly with the youngsters in preparations, cultivation, harvesting, and in use of the flowers.

2. Facilities: Front yards, adjacent land, window boxes, pillow-pacs, baskets, etc. Growing space will be provided even where none has existed previously.

3. Several training schools for the youngsters and families will be presented on preparations, planting, growing, exhibiting, harvesting, storage, etc.

4. The 4-H agents will serve as coordinators and will provide the leadership recruitment and training, supplies and equipment as may be needed, and the overall supervision for this program.

5. Possible flower projects - rose bushes, glads, petunias (for many window boxes already installed at Yates Village and the Riverside-Barrett Street area), annual seeds, etc.

This section shows that the 4-H agent will serve as coordinator, recruiter, and trainer as well as securer of needed learning materials and equipment. Additional help in the form of four 4-H assistants, facilities to be used, training schools to be presented, and specific flower projects were presented clearly in this section of the proposal. Since this program was in its second year its future scope was assumed as an expanding program.

F. Proposed Budget:

A. LEADERSHIP - 4-H field assistants
June 1 - Sept. 1. 3 months
4 leaders, minimum of 2 nights/week @ $150.00 $ 600.00

B. SUPPLIES AND EQUIPMENT 2000.00

Tools - hoes, shovels, rakes, etc.
Flowers seeds and plants and window boxes
Fertilizers and pesticides

C. RECOGNITION TRIP TO ALTAMONT FAIR 500.00
Buses, admission and lunch
4 areas - 500 youngsters

TOTAL ----------$3100.00

Since travel and per diem were not involved in this proposal only the personnel costs were presented with a flat expense of $150.00 being provided for each assistant who would work two nights a week for three months. The rationale for this amount was that 25 nights would involve at least 50 hours of work at the rate of $3.00 per hour which would include travel expenses.

The learning materials and equipment section of the budget was estimated at $2,000. The program was geared to the scope of 1,000 participants with the rationale of $2.00 per participant used for the sharing of tools and utilization of seeds, plants, fertilizers, and other supplies. It was hoped by the proposal writers to obtain these supplies through outright donations.

The recognition trip to the Altamont Fair, which was only 15 miles away from the center of Schenectady was estimated at $500, which would cover the shuttle bus to and from the fair grounds, free admission to the fair courtesy of the fair board and a lunch provided by the county 4-H teen council. This expense was estimated at $1.00 per participant with the expectation of 500 youngsters and chaperons making the trip.

Although this proposal was short it was quickly read and understood by potential sponsors. It was presented in person by the agent and two representatives of the planning committee at a breakfast meeting of the Chamber of Commerce and subsequently to representatives of various organizations within the county. Slide presentations of the past similar programs were presented when feasible and other relevant material distributed when appropriate - Appendix B illustrates the evaluation and other aspects of the overall organization of the program including types of resources obtained.

SECTION VIII

A P P E N D I X A

PROPOSALS

Schenectady County Extension Service Association

4-H DIVISION COUNTY OFFICE BLDG SCHENECTADY N Y

JOEL R. SOOBITSKY
MARY L. ANDERSON

COOPERATIVE EXTENSION AGENTS
4-H

620 State Street
Schenectady, N.Y. 12307

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Ext. 417

1968 PROPOSAL FOR PROGRAM IN INTER-CULTURAL EXPERIENCES WITH DISADVANTAGED YOUTH IN SCHENECTADY

Situational Statement: During the past year, the Messiah Lutheran Church has provided 4-H leadership for 16 disadvantaged girls, 9 to 12 years of age, who reside in a culturally deprived area in the city of Schenectady. The First English Lutheran Church is located in the heart of this poverty area and was used as a meeting place. The five volunteer leaders from the suburban church provided excellent leadership in both understanding and guidance, and teaching basic skills in the Food and Nutrition and the Clothing and Textiles Projects. This proposal will provide inter-cultural experiences for these 16 girls in the form of a summer program of educational field trips.

Who Will Participate: The 16 girls enrolled in the 4-H Club and the same number of girls from Sunday School classes of the Messiah Lutheran Church along with chaperones from the Church, 4-H leaders and the parents of the 16 girls from the deprived area. The 32 girls plus approximately 16 adults will participate in this program making a total of 48 people.

Kinds of Experiences Planned: The 4-H Agents met with Pastor Reiger, 4-H leaders in this group and a church consultant to discuss the best experiences for these youngsters. Beside the expected results of combining the suburban, middle-class, church-going girls with the culturally deprived youngsters, the Committee felt that an excellent opportunity exists for all these youngsters to gain a greater insight and appreciation of agriculture and of rural people, to see how other people live and how foods are produced.

Purposes of this Program Include:

1. Opportunities for both the inner-city and suburban youth to see agriculture in action so that they would appreciate, understand and develop positive attitudes towards others.
2. Opportunities for these groups to see institutional farming, a farm family and also the historical aspects of agriculture at a farmer's museum.
3. Opportunities to encourage parents of the inner-city youth to serve as leaders on these field trips in order to encourage their assistance with the fall club program.
4. Opportunities for career exploration for both groups through spending a day on a college campus.
5. Opportunities for these youngsters to experience a sense of individual worth by dining in a selected inn as a conclusion to the summer program.

(cont.)

Plan: A series of three field trips are planned with the transportation shared equally by the Messiah Lutheran Church and the 4-H Division in the form of cars and chaperones.

1. Tour of the Cobleskill Agricultural and Technical School to see all phases of Agriculture. Week of June 24th.
2. Tour of farm families in the county or surrounding counties to see farm families in action. Week of July 29th.
3. Guided tour of the Farmer's Museum in Cooperstown, New York, followed by dinner at the Cooper Inn. Week of Aug. 19th.
4. Possible program where these youngsters could participate in an actual harvesting project. Late Aug. or early Sept.

Budget: Transportation costs provided by 4-H & Messiah Lutheran Church.

Tour - Farmer's Museum, Cooperstown, N.Y.	32 Juniors @ $.40 18 adults @ $1.50	$ 39.80
Dinner at Cooper Inn	50 @ $4.00	200.00
	Total	$239.80

Impact of Experiences: Participants will be encouraged to:

1. Discuss their experiences with their families and neighbors.
2. Make presentations to their classmates and neighborhood groups.
3. Spread the opportunities that are available through 4-H by their enthusiasm.

I agree to report on this program including a preliminary report, supplementing the report with some glossy, black and white prints. I further agree to submit a statement of expenses and to return any unexpended funds.

Sincerely,

Joel R. Soobitsky

Joel R. Soobitsky
Cooperative Extension Agent,
4-H Division, Schenectady Co.

Planning Committee:
Reverend Richard Rieger, Messiah Lutheran Church
Mrs. Richard Rieger, 4-H Club Leader
Mrs. Everett Baier, 4-H Club Leader
Mrs. Doris Pedersen, Resource Consultant
Mrs. Mary Anderson, Cooperative Extension Agent
Joel Soobitsky, Cooperative Extension Agent

Cooperative Extension of Schenectady County

4-H DIVISION COUNTY OFFICE BLDG SCHENECTADY, N.Y.

JOEL R. SOOBITSKY
MARY L. ANDERSON

COOPERATIVE EXTENSION AGENTS
4-H

620 State Street
Schenectady, N. Y. 12307

Telephone
518-377-2271 - Ext. 417

1969 PROPOSED PROGRAM
CHAMBER OF COMMERCE BEAUTIFICATION WORK
WITH DISADVANTAGED YOUTH IN SCHENECTADY

A. SITUATIONAL STATEMENT: There are several pockets of disadvantaged families and youth in the city of Schenectady which are in need of worthwhile educational experiences in making their environments a better place in which to live. During the past three years, the 4-H Division has provided several programs on an experimental basis and is ready to assume more responsibilities with more youngsters this coming summer. Last year the Chamber of Commerce co-sponsored a beautification program with 150 youngsters at Yates Village in conjunction with the Schenectady, Niskayuna and Rotterdam Kiwanis Clubs, the Schenectady Rotary and the Municipal Housing Authority. These youngsters beautified their yards, exhibited at the Altamont Fair and received a recognition trip to the Altamont Fair.

Because of the success of this program, the 4-H Division and the Chamber of Commerce would like to continue the program at Yates Village and expand into other needy areas such as Riverside-Barrett Street area, Steinmetz Homes, Summit Avenue, etc.

In order to continue and expand these summer programs with youth, we need financial resources to (1) hire outside assistants who have leadership ability, a knowledge and the desire to work with youth and a sense of responsibility; (2) obtain the necessary supplies and equipment; and (3) provide some form of recognition that will be rewarding.

B. AUDIENCE: Disadvantaged city youth, 9 to 19 years of age.

1. OBJECTIVES: Boys and girls who -

   a. Have developed manual skills in outdoor gardening.

   b. Have developed pride in their environment by helping to make a better place in which to live.

   c. Have developed self-confidence and individual worth by the experiencing of positive results in their own accomplishments.

   d. Have made a positive contribution to their families and their friends in terms of flowers grown.

   e. Have gained understanding and some skills in group action and interaction.

(continued)

2 METHODS -

a. Make a concentrated effort in Yates Village, Steinmetz Homes, Riverside-Barrett Street area and the Summit Avenue area to enroll the youth, 9 to 19 years of age.

b. Offer flower projects in which manual skills are needed and which contribute to beauty outside the home and to help the improvement of their environment.

c. Offer ways in which some of these flowers may be used in the homes and be preserved for another year, such as roses and glads.

d. Provide intercultural experiences through the natural methods which 4-H provides, such as the Altamont Fair.

C. THE TEACHING PLAN:

1. Hire four 4-H Field Assistants (experienced 4-H leaders and/or outstanding college students with 4-H experience) to work directly with the youngsters in preparations, cultivation, harvesting, and in use of the flowers.

2. Facilities: Front yards, adjacent land, window boxes, pillow-pacs, baskets, etc. Growing space will be provided even where none has existed previously.

3. Several training schools for the youngsters and families will be presented on preparations, planting, growing, exhibiting, harvesting, storage, etc.

4. The 4-H Agents will serve as coordinators and will provide the leadership recruitment and training, supplies and equipment as may be needed, and the overall supervision for this program.

5. Possible flower projects - Rose bushes, glads, petunias (for many window boxes already installed at Yates Village and the Riverside-Barrett Street area), annual seeds, etc.

PROPOSED BUDGET

A.	LEADERSHIP - 4-H Field Assistants	
	June 1 - Sept. 1, 3 months 4 leaders, minimum of 2 nights /week, @ $150.00	$ 600.00
B.	SUPPLIES & EQUIPMENT	2,000.00
	Tools - hoes, shovels, rakes, etc. Flower seeds and plants and window boxes Fertilizers and pesticides	
C.	RECOGNITION TRIP TO ALTAMONT FAIR	500.00
	Buses, admission & lunch 4 areas - 500 youngsters	
	TOTAL----------	$3,100.00

4-H Summer Teen Program

Situation Statement:

Society needs to seek new ways of involving young people effectively in public service opportunities. During the summer there is a large number of teenagers with free time. The talents of middle-class teens should be utilized in roles of leadership with groups of disadvantaged children.

In the spring of 1968, the 4-H Division of Cooperative Extension sent a proposal to the Summer Teen Program of the Volunteer Bureau of Community Welfare Council. Through a program of recruitment of teens to act as volunteers, seven girls from Niskayuna, Mt. Pleasant, Linton and Notre Dame High Schools were interviewed and accepted as Teen Leaders for a non-traditional, disadvantaged Youth 4-H Program in Yates Village. (The teenagers were not 4-H members; this is an extension of the 4-H Program to non-4-H, teenagers.) The Teen Leaders taught a group of about 15 children, from 8 to 13 years old, in a series of 9:30 to 11 A.M. meetings for 6 weeks. The group met twice a week with a Teen Leader's Planning Meeting being conducted each Monday morning of the week. The information taught was taken from 4-H projects and included storage items, home improvement accessories, and foods from the "Foods, Let's Begin" project utilizing surplus food items. The children involved in the program took a trip to the Altamont Fair. They received Certificates of Achievement at a party concluding the summer season.

Not only did the children value the experience, but the Teenagers also felt that they had gained much from being so closely associated with the children. The program needs to be expanded to include more teenagers and more children. Yates Village was selected as a test area because of former requests from the residents. Other S.C.A.P. areas, such as the Riverside-Barrett Street and the Steinmetz areas, are also interested in participation in this program.

Objectives:

Children who become the group taught -

To help disadvantaged children become aware of and develop respect for the needs of self and others.

To help disadvantaged children develop skills necessary for successful group membership.

To help disadvantaged children become confident in themselves as individuals and group members and future citizens.

Teen Leaders -

To help teenagers become aware of and develop;an appreciation of the needs of others whose background is different from their own.

To help teenagers develop the necessary skills of organization and presentation of learning experiences for "disadvantaged children".

To help teenagers become confident in their role as Teen Leaders and as responsible citizens.

Method:

Hire a qualified 4-H Field Assistant for the position of Staff Assistant to coordinate an eight-week summer program. Qualifications would include:

1. Ability to work well with both teenagers and children 8-13.
2. Ability to relate well to others regardless of socio-economic backgrounds.
3. Ability to administrate the program in a manner which would meet the objectives (listed above) for both Teen Leaders and the children being taught.
4. Knowledge of, or a willingness to learn, 4-H projects.
5. Understanding of "how to teach" others.

PROGRAM NEEDS:

Staff Assistant - 8 weeks	$600
Supplies -foods, materials	200
Recognition - Altamont Fair,lunch,bus	200

Supplies - as used in the program include such items as all the foods excepting surplus foods, paint for home improvement items, fabric for sewing projects. Disadvantaged children can not be relied upon to provide any of these items. The success of the learning experiences depends on the quality of the program materials.

Recognition - is a very important element of any successful program, and perhaps even more important to those who have had so little. Educational trips as well as cultural experiences should be planned to broaden the disadvantaged child beyond his neighborhood. Participation in the Altamont Fair might be some such experience.

Volunteers should also be recognized. The Teens might also be invited for an educational trip or a dinner at which they could receive acknowledgement of their own contributions to the program.

APPENDIX B

EVALUATION OF PROGRAMS SUPPORTED THROUGH PROPOSALS

IMPLICATIONS

OF A

SUMMER 4-H GARDENING PROGRAM

IN THE

INNER CITY OF SCHENECTADY, NEW YORK

Joel R. Soobitsky
Agricultural Education 693
The Ohio State University
Spring Quarter, 1970
Dr. Clarence J. Cunningham,
Instructor

A possible initial 4-H approach with disadvantaged urban families is a summer gardening program. A genuine interest in outdoor gardening is prevalent among all age groups in the inner-city neighborhoods. Such an initial contact with Cooperative Extension lends itself to an enthusiastic reception by the same groups to additional Extension Programming.

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I. INTRODUCTION

> Since the early days, our nation has, periodically, faced a crisis in its cities. And, since the early days, the root cause has been the same...people flocking to the cities in search of something better...people leaving the areas of little opportunity in search of fulfillment for themselves and their children.[1]

> Currently, about 600,000 people annually are moving into urban areas in search of a better life. Most of them are migrating from rural areas which no longer offer them a living. Informed government officials note that 70% of the nation's people are crowded into 1% of the land. Many of them crowded into space covered by brick and concrete, overladen with smog-filled air - treeless, flowerless and hopeless.[2]

> Human beings living under such conditions are all deprived...financially, educationally, culturally. According to Frank Reissman, one child in three is culturally deprived. He can be described as having "narrowness of traditionalism, pragmatism, self-expression; frustrations of alienation; boring occupational tasks; a broken family and over-crowded home conditions".[3]

The Joint Study Committee of the United States Department of Agriculture and National Association of State Universities and Land-Grant Colleges (NASULGC) issued a report, "A People And A Spirit", focused on Cooperative Extension. The November, 1968, report recommended:

> ...that the priority groups for greater increased attention in Extension's quality of living programs be the disadvantaged youth and adults in rural slums and urban ghettos, potential school drop-outs, young families, and unemployed,

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[1]National Rural Electric Cooperative Association (Washington, D.C., August, 1968), 4-H-77.

[2]Federal Extension Service, An Abstract of Crisis In the Cities (United States Department of Agriculture, Washington, D.C.).

[3]Ibid.

out-of-school young adults.

> Extensive use of a variety of educational methods, employment of qualified professional staff, use of program aides to extend the expertise of the professionals, and use of local community leaders as paid or volunteer part-time instructors will be required.[4]

For the past decade there have been sporadic attempts by several New York State Cooperative Extension Agents to provide educational opportunities for the disadvantaged urban family. During this period of Extension's history, many pilot programs have been conducted by Extension Agents to provide insights which would be helpful in improving initial approaches with this relatively new audience. These studies will continue to play an important role in Cooperative Extension's challenge of providing educational programs for our ever-increasing urban hopeless. Many Extension Agents throughout the United States are now becoming more sensitive to the needs of the urban poor. Regional workshops have been taking place periodically to assist interested Extension Agents in developing program efforts with this important segment of our society.

George Bernard Shaw was quoted by Dean Naomi C. Albanese at an annual New York State Home Economics meeting to illustrate the importance of assisting our nation's poor.

> Such poverty as we have today in all our great cities degrades the poor, and infects with its degradation the whole neighborhood in which they live. And whatever can degrade a neighborhood can degrade a country and a continent and finally the whole civilized world, which is only a large neighborhood. The old notion that people can help themselves by themselves...is a most dangerous mistake...for though the rich end of town can avoid living with the poor end, it can not avoid dying with it when plague comes.[5]

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[4]USDA-NASUCGC Study Committee on Cooperative Extension, A People and A Spirit (Colorado State University, November, 1968), p.63.

[5]Shaw, George Bernard, quoted by Naomi C. Albanese in address to New York State Annual Home Economics Meeting, April 29, 1966,p.1.

II. SITUATIONAL STATEMENT

During the past four years, the Schenectady County 4-H Division has provided several educational opportunities for the youth residing in its urban poverty pockets. The greatest focus of programming has taken place during the summer months. It is during this period of time that urban youth are in need of activities because of the limited number of opportunities available to them. The recent report of the President's Council On Youth Opportunity emphasized the need for summer youth programs by stating, "For many youth, but especially those unemployed and those under fourteen, there is a great need for something to do and to learn; otherwise, June, July and August mean only wasted months of idleness and boredom."[6]

A special vegetable and flower gardening program was established for interested families in four sections of the city of Schenectady during the summer of 1969. One of the areas, Yates Village, has had four years of continuous gardening programs; the Parker Area was involved for the second year; while Steinmetz Homes and the Hamilton Hill Area were participating in new programs.

In order to implement such a large program, community support was essential. Financial support was needed to employ 4-H Program Aides, obtain plants, seeds and supplies, and to provide some type of recognition for the participants. For many reasons, such as the

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[6]President's Council On Youth Opportunity, Developing Youth Opportunity Programs (January, 1968), Document YO-69, p. 2.

glowing success of previous 4-H summer gardening programs, the support of the community was beyond expectation. The Agriculture Committee of the Schenectady Chamber of Commerce selected this program as the one to meet their objective of Community Beautification. The Chamber assisted the 4-H Agent in promoting the need for support of the many business and civic-minded organizations in Schenectady County. Support was obtained from Kiwanis Clubs in Niskayuna, Rotterdam and Schenectady, from Odd Fellows, Rotary, Knights of Saint Johns, Agway and other seed companies, Blue Spruce Nursery and the Pine Grove Dairy, as well as the Chamber itself. These funds provided some of the plants, seeds and supplies, the hiring of two, part-time Program Aides and a portion of the recognition program.

The Director of the Municipal Housing Authority became very interested in the 4-H Garden Program at the two housing projects, Yates Village and Steinmetz Homes. This interest was partly due to a statewide memorandum issued by the State Department of Urban Housing encouraging the Authority Directors to cooperate with the 4-H Divisions in summer gardening programs. This 4-H Division was provided with two supervisors who would have part-time assignments in assisting with 4-H programs. The Municipal Housing Authority (MHA) also agreed to purchase some "4-H Project - We Care" window-signs for all participants, all the plants, seeds and supplies needed, and to provide buses for a recognition trip to the Altamont Fair.

The Home Economics and 4-H Divisions had also been cooperating on an Expanded Nutrition Education Program in the Hamilton Hill Area. A Youth Supervisor and five Youth Aides assisted with the gardening programs emphasizing the vegetable growing segment of the gardening. These girls visited a number of assigned gardeners

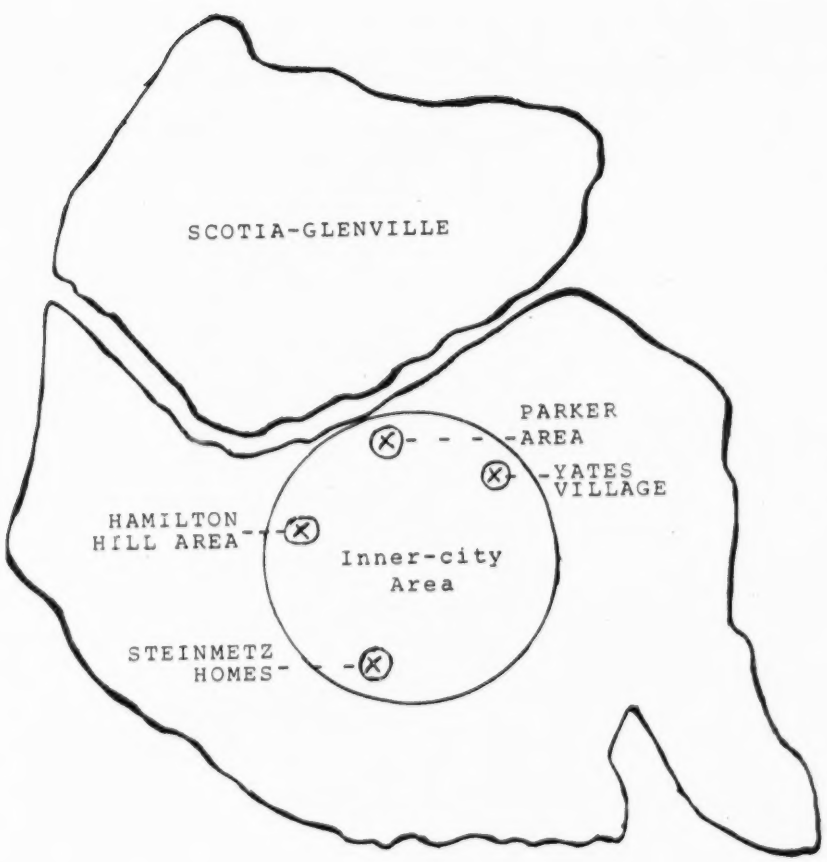
approximately once a week to advise and assist them with their gardens. This federally-funded nutrition program was an excellent contributor to the success of the Hamilton Hill Area Summer Garden Program.

The Schenectady Community Action Program (SCAP) Neighborhood Aides served as coordinators of the 4-H programs in their respective areas. They assisted with promoting, recruiting and encouraging the various segments of the program. Two part-time Aides were hired to assist these Neighborhood Aides in the Parker and Hamilton Hill Areas.

Through a proposal presented to Cornell University's Cooperative Extension Youth Division, a grant was obtained from the Sears-Roebuck Foundation for pilot programs in urban areas. This grant added the final resources needed to conduct successfully a pilot program for 1,000 participants in the inner-city of Schenectady.

ILLUSTRATION 1

CITY OF SCHENECTADY WITH LOCATION OF POVERTY POCKETS WHERE THE 4-H SUMMER GARDENING PROGRAMS EXISTED



III. PROGRAM

Introduction:

This 4-H Gardening Program was made available to four sections of the city because of the interest of Schenectady Community Action Neighborhood Aides. Yates Village and the Parker Area were selected for the fourth and second year respectively because of the results of the previous summer programs. Steinmetz Homes and the Hamilton Hill Area residents were very receptive to initial SCAP Aides' inquiries. The 4-H Division was to secure necessary resources, such as plants, seeds, fertilizers, window-boxes, professional assistance and Program Aides to work directly with the participants,and provide a recognition trip. The 4-H Agents were also to assist in promotion, distribution of plants and supplies, and to supervise and train the Program Aides. This program was a 4-H Summer Gardening Program with the participants enrolling in a 4-H project. A separate description of the promotional methods used, method of distribution, supervision, location of gardens and the recognition trip will be included in this study report to explain the program provided for the thousand participants.

Promotion:

Several methods were used in each of the four areas to make the people aware of the 4-H program. The major focus of promotion in all four areas was on the SCAP Neighborhood Aides who distri-

buted 4-H flyers throughout their schools and/or placed them in mailboxes or under doors. Where Program Aides were hired early in June, personal contacts were made to encourage participation, and the 4-H Agent supplied mass media publicity and also made personal contacts in the two new areas, Hamilton Hill and the Steinmetz Homes. One thousand participants were enrolled in the program to receive plants, seeds and supplies.

Distribution:

A distribution day was held at the front of each of the four SCAP offices. Participants were encouraged to select plants and seeds during this day, but further encouragement was needed to enroll as many as possible in the program. Actual planting procedures promoted late sign-ups as many wanted to beautify their front yards the same as their friends. A special distribution day was held in the Hamilton Hill Area one Saturday morning with the 4-H Agents and five 4-H Youth Aides going door-to-door with plants to interest residents in joining this program.

Supervision:

The 4-H Agent met occasionally with the Supervisors at Yates Village and Steinmetz Homes to discuss the ways in which they could assist the participants in these Municipal Housing Projects. Youth Aides in the Hamilton Hill Area participated in one morning session per week to discuss problems and concerns which they encountered and to learn about gardening from its many aspects. They went on several educational field trips to 4-H gardens, commercial gardens, processing plants, and farm

supply dealers and to other areas where 4-H Summer Gardening Projects existed. Occasionally conferences were also held with the 4-H Program Aides cooperating with the SCAP offices in the Parker and Hamilton Hill Areas. The 4-H Agent was in constant contact with the four SCAP Neighborhood Aides throughout the summer.

Gardens:

Vegetable plants (including tomatoes, peppers, lettuce, onions and cabbage), vegetable seeds (including beans, peas, cucumbers, carrots, beets and radishes), flower plants (including petunias, marigolds, zinnias, dahlias, snapdragons and alyssum), and a variety of flower seeds were distributed to the participants. Small areas were available for individual gardens in the front, side and back yards; along house foundations; in window-boxes, bushel baskets and flower pots; in neighborhood areas and some fenced-in boiler-room areas located at the housing projects.

Recognition:

About 600 youngsters and adults were provided a bus trip to the Altamont Fair located ten miles from the city of Schenectady. Many participants did not attend the Tuesday trip because of other obligations such as day camps, baseball leagues, employment and even because of lack of interest. The Program Aides were responsible for organizing the trip in their respective areas with the 4-H Agent securing the buses, planning tours of the Fair and securing the admission tickets. Several members from Yates Village exhibited flowers at the Altamont Fair and received many "Blue" and "Red" ribbons for their displays.

IV. THE PROBLEM

There has been little attempt to establish guidelines for the development of 4-H Extension programs in the poverty pockets in urban areas. Available data suggest that many 4-H Cooperative Extension Agents have yet to develop and implement educational programs for disadvantaged urban youth. Yet this is essential in the counties with urban poverty pockets if we in Cooperative Extension are to meet the expectations of our role in society as presented by the Joint Study Committee of Cooperative Extension.

This study is an attempt to develop guidelines for a 4-H Summer Gardening Program in urban poverty pockets. This study will also point out the need for additional research in the areas of summer programming and continuous educational programs for the cities poor.

V. OBJECTIVES FOR THE STUDY

The specific objectives established for the study were:

1. To determine if the 4-H image is an asset or liability in enrolling participants in an urban youth gardening program
2. To determine how the participants became aware of the 4-H Summer Gardening Program.
3. To determine the reasons why the participants in the 4-H Summer Gardening Program joined.
4. To determine what the participants liked and disliked in the 4-H Summer Gardening Program.
5. To determine if the participants would take part in the 4-H Summer Gardening Program again next year.
6. To determine if the participants would join an organized 4-H group in the fall if one were available in their area of residency.

VI. PROCEDURES

Methods of Collecting Data:

A personal interview schedule was used by the nine 4-H Program Aides in the four areas of the city where the 4-H Summer Gardening Program was conducted. The Aides interviewed the participants in their respective areas where they were working all summer. The interviewers were trained to use the schedules, including the objectives of study and actual practice in interviewing and filling out the questionnaire. The 4-H Agent went to assist with the interviews when the Program Aides were interested in the procedures and methods of a real field interview. The completed interview schedules were collected by the Agent for tabulation and interpretation.

Sample Used:

The entire population of those participating in the 4-H Summer Gardening Program were potential respondents. All participants available and willing to answer the questions presented by the interviewer were included in the study. During the month of August, 193 questionnaires were completed out of a possible response from 1,000 participants. There are several theories to explain the reason for the low number of completed question forms:

1. The interviewers contacted participants during the day because this was their own normal time for working.
2. The interviewers had a limited amount of time for contacting participants because the contact was made after some involvement of the participant in program and other commitments in September.
3. Several of the participants were in the same family so

that one interview was conducted in place of several,

4. Some participants were not interested in answering the interviews.
5. Some participants were very young and could not respond readily to the interviewer.
6. Because of the time element, most participants were contacted only the once.

Variables:

The age of the participants varied from 4 years of age to 81 years of age. Their reactions to the interview schedule would probably vary, so the three age groups used in this study were: (1) 12 and under; (2) 13 to 19; (3) over 20. The questions as answered by the respondents lend themselves to a comparison of the three age groups. It was assumed that their awareness of the 4-H program before joining, reasons for joining the program, likes and dislikes, participation and the willingness to continue in a 4-H group would vary with these three different age groups.

Since two areas were new to the program (Steinmetz Homes and Hamilton Hill area) and two had experienced previous 4-H gardening programs (Yates Village and the Parker Area), a comparison could be made on this basis. Since Yates Village and Steinmetz Homes are Municipal Housing Projects, the same grouping would include in each, a housing project and an area of unstructured housing. These variables lend themselves to comparisons of participants joining the program for the first time to those joining for the second time in relation to the various study objectives.

VII. FINDINGS

The following tables illustrate the findings tabulated from the 193 respondents to the interview questionnaire.

TABLE 1

PERCENTAGE OF PARTICIPANTS WHO WERE AWARE OF THE 4-H PROGRAM BEFORE JOINING THE 4-H SUMMER GARDENING PROGRAM

Area	No. of Respondents 12 and over	Percentage Aware of 4-H Program
Yates Village	15	47
Parker Area	22	76
Hamilton Hill	28	25
Steinmetz Homes	8	25
	13-19 Years Old	
Yates Village	21	62
Hamilton Hill	7	100
	Over 20 Years Old	
Yates Village	40	75
Hamilton Hill	6	50
Steinmetz Homes	46	57

Table 1 shows us that the percentage of the participants who were aware of the 4-H Program before exposure to the 4-H Summer Gardening Program varied considerably from area to area and between the age groups. In Yates Village, the percentage of awareness increased with the age of the respondents. The respondents, 12 years of age and younger, in the two areas of previous gardening programs (Yates Village and the Parker Area) were about twice as familiar with the 4-H program as the two new areas. The teenagers in the Hamilton Hill Area were twice as aware of the 4-H Program as were the other two age groups in the same area.

TABLE 2

PERCENTAGE OF PARTICIPANTS WHO WERE AWARE OF THE 4-H PROGRAM WHO PARTICIPATED IN 4-H SUMMER GARDENING PROGRAMS IN PREVIOUS YEARS

Area	Age	No. Interviewed	% Aware of 4-H Prior to Garden Program	% With Previous Participation In Garden Program
Yates Village	12 or Under	15	47	43
	13 to 19	21	62	39
	Over 20	40	75	33
Parker Area	12 or Under	22	76	56

Table 2 shows us that less than half of the respondents in Yates Village, who were aware of the 4-H Program before this Summer Gardening Program, participated in any of the previous four years of 4-H gardening programs. As the age groups progress in age at Yates Village, the previous participation decreases with the respondents who were aware of the 4-H Program.

TABLE 3

REASONS WHY PARTICIPANTS JOINED THE 4-H SUMMER GARDENING PROGRAM

Area	Age	No. Interviewed	Reasons For Joining*		
			1st. Choice	2nd. Choice	3rd. Choice
Yates Village	12 or Under	15	Enjoy Gardening	Availability of Plants and seeds	Improve Home Environment
	13-19	21	Enjoy Gardening	Improve Home Environment & Wanted Summer Project	Availability of Plants and seeds
	Over 20	40	Improve Home Environment	Enjoy Gardening	Availability of Plants and Seeds
Parker Area	12 or Under	22	Availability of Plants and Seeds	Improve Home Environment	Enjoy Gardening
Hamilton Hill	12 or Under	28	Enjoy Gardening	Trip to Altamont Fair	Availability of Plants and Seeds
	13-19	7	Enjoy Gardening	Parents Wanted Them To Join	Trip to the Fair
	Over 20	6	Enjoy Gardening	Improve Home Environment	Availability of Plants and Seeds
Steinmetz Homes	12 or Under	8	Improve Home Environment	Availability of Plants and Seeds	Enjoy Home Gardening
	Over 20	46	Improve Home Environment	Enjoy Gardening	Availability of Plants and Seeds

*Choice based on frequency of answers

Table 3 shows us that the participants 12 years of age and younger joined the 4-H Summer Gardening Program because they enjoyed gardening, wanted to improve their home environment and they appreciated the availability of plants and seeds. The strongest reason for joining the program was the enjoyment of gardening.

The 13 to 19 year old groups at Yates Village and Hamilton Hill joined the program because they enjoyed gardening, while the second and third choices varied.

The respondents over 20 years of age at Yates Village and Steinmetz Homes wanted to improve their home environment first, with the enjoyment of gardening as a second choice. Adults in the Hamilton Hill Area joined the program because of their enjoyment of gardening with the improvement of home environment as a second choice. The availability of seeds and plants was the third choice for the over 20 years old groups in all three areas.

TABLE 4

REASONS WHY THE PARTICIPANTS WERE ENCOURAGED TO JOIN 4-H SUMMER GARDENING PROGRAM

Area	Age	No. Interviewed	Total No. Responses	1st. Reason()*	2nd. Reason()*	3rd. Reason()*
Yates Village	12 or Under	15	15	S.C.A.P. Aide(5)	S.C.A.P. Flyer(3) A Friend	4-H Flyer(2)
	13-19	21	23	A Friend(8)	S.C.A.P. Aide(7)	S.C.A.P. Flyer(6)
	Over 20	40	45	S.C.A.P. Flyer(18)	S.C.A.P. Aide(17)	A Friend(8)
Parker Area	12 or Under	22	49	S.C.A.P. Flyer(14) S.C.A.P. Aide	School Flyer(8) A Friend	4-H Aide(5)
Hamilton Hill	12 or Under	28	39	4-H Aide(19)	A Friend(8)	S.C.A.P. Aide(7)
	13-19	7	7	4-H Aide(4)	School Flyer(1) S.C.A.P. Flyer A Friend	---
	Over 20	6	7	4-H Aide(6)	A Friend(1)	---
Steinmetz Homes	12 or Under	8	8	4-H Aide(4)	A Friend(3)	S.C.A.P. Aide(1)
	Over 20	46	57	4-H Aide(16)	A Friend(13)	S.C.A.P. Flyer(12)

*Numbers in parentheses indicate frequency of responses.

Table 4 shows us that the two areas, Hamilton Hill and Steinmetz Homes, both new to the program, became aware of the program because of the encouragement from a 4-H Program Aide. The second most important reason for their motivation to participate came from the encouragement of a friend. The S.C.A.P. Aide and promotional flyers were also important methods of encouraging participation.

The S.C.A.P. Aides and the flyers were the most encouraging reasons for the joining of participants in Yates Village and in the Parker Area. Friends were also an important reason for the enthusiasm of the participants for joining this 4-H program.

TABLE 3

RANKING OF LIKES AND DISLIKES OF 4-H SUMMER GARDENING PROGRAM AS MENTIONED BY PARTICIPANTS

Area	Age	Number Interviewed	Likes()*		Dislikes()*	
			Most Mentioned	Second Most Mentioned	Most Mentioned	Second Most Mentioned
Yates Village	12 or Under	15	Growing(11),a	Beautifying(2)	Fertilizer Burn(1) and Destruction By Others	
	13-19	21	Improve Home Environment(5)	Growing(4)		
	Over 20	40	Growing(10)	Improve Home Environment(8)		
Parker Area	12 or Under	22	Growing(16)	Trips(3)	Lack of Tools(3)	Overnight Trip(1),b
Hamilton Hill	12 or Under	28	Growing(17)	Fun(5)	Destruction By Dogs(2)	
	13-19	7	Growing(3)	Fun(2)	Not Enough Flowers(1) & Watering	
	Over 20	6	Growing(2)	Something to do(2)		
Steinmetz Homes	12 or Under	8	Availability of Plants & Seeds(4)	Taking Part In A Project(1)	Not Enough Seeds(1)	
	Over 20	46	Growing(15)	Availability of Plants & Seeds(7)	Destruction By Children(5)	Planting Too Late(2),c

*Numbers in parentheses indicate frequency of responses.

[a]Several answers were grouped under "growing", such as planting, watching the plants grow, taking care of a garden, picking the results, and everything about gardening.

[b]The Parker Area group took an overnight hike under supervision of the 4-H Program Aide.

[c]Plants were distributed late in June.

Table 5 shows us that the entire process of growing plants and seeds (planting, watching the plants grow, taking care of the garden and witnessing the results) was the most frequently liked aspect of the 4-H Gardening Program. The 13 to 19 year old group at Yates Village and the 12 or under age group at Steinmetz Homes most frequently liked the improvement of their home environment and the availability of the seeds and plants, respectively.

There were very few responses indicating the participants' dislikes of the gardening program. There were five respondents over 20 years of age at Steinmetz Homes who were concerned with children destroying their gardens, while three respondents in the Parker Area needed tools to work with.

TABLE 6

PERCENTAGE OF PARTICIPANTS WHO WOULD JOIN A 4-H SUMMER GARDENING PROGRAM NEXT YEAR

Area	Age	No Interviewed	% Who Would Join Again	Reasons For Not Joining Again
Yates Village	12 or Under	15[a]	80[c]	Moving(1)*
	13 - 19	21[a]	85	
	Over 20	40[b]	96	
Parker Area	12 or Under	22	82	Disliked the Field Trip(1)
Hamilton Hill	12 or Under	28	93	Felt They Were Too Young(4)
	13 - 19	7	100	
	Over 20	6	100	
Steinmetz Homes	12 or Under	8	88	
	Over 20	46	98	

*Number in parentheses indicates number of responses.

[a]One did not answer

[b]Four did not answer

[c]Percentage of those answering the question.

Table 6 shows us that at least 80% of all participants would join the 4-H Gardening Program again next summer. The percentage of program repeaters increases with the increase in age of the participants.

The participants in the areas new to the program, Hamilton Hill and Steinmetz Homes, expressed a slightly higher percentage of repeaters than in the two areas which have had the program in previous years.

TABLE 7

PERCENTAGE OF PARTICIPANTS WHO WOULD, OR POSSIBLY WOULD, JOIN A 4-H GROUP IN THE FALL IF ONE WERE AVAILABLE IN THEIR AREA

Area	Age	Number Interviewed	% Who Would Join 4-H In The Fall	% Who Would Possibly Join 4-H	Total % Who Would, & Possibly Would, Join 4-H In Fall
Yates Village	12 or Under	15[a]	54	38	92
	13-19	21	43	52	95
	Over 20	40[b]	44	28	72
Parker Area	12 or Under	22	77	18	95
Hamilton Hill	12 or Under	28	93	0	93
	13-19	7	86	0	86
	Over 20	6	17	17	34
Steinmetz Homes	12 or Under	8	63	37	100
	Over 20	46[c]	51	38	89

[a]Two did not answer.

[b]Four did not answer.

[c]One did not answer.

Table 7 shows us that at least 92% of the respondents in the 12 and under age group in all four areas would, or possibly would, join a 4-H group in the fall if one were available in their area.

The adults participating in both the Yates Village and in the Steinmetz Homes 4-H Summer Gardening Programs indicated a high degree of interest in continuing with a 4-H group.

VIII. IMPLICATIONS

1. In areas where 4-H gardening programs had existed in previous years, the participants may not be as familiar with the 4-H organization as the participants of areas with first year gardening programs. The awareness of the 4-H organization by all age groups in all areas may not be an important reason for taking part in the program, nor does the traditional 4-H image become an apparent liability to urban programming. The respondents seem to be more interested in the specific program offered than the organization providing the program.

2. In new areas of programming, personal contacts by the representatives of the 4-H organization were found to be the best of the methods used to encourage urban residents to participate in the program. Where programs had previously existed, the local Schenectady Community Action Program Aides and the flyers were the most effective way of encouraging participation with only a limited amount of 4-H promotion.

3. People of all ages within the inner-city of Schenectady are very interested in outdoor gardening, especially if an improvement in the appearance of their home environment is involved. Because of their limited financial resources, the participants were also very appreciative of the availability of the plants, seeds and other supplies. An intangible asset was the fact that someone was really interested in their participation in a

community project.

4. The characteristics of this short-term, learn-by-doing, quick-results and recognition-for-all type of 4-H program resulted in enthusiastic support for future Extension programs including more summer gardening programs.

5. The response by community organizations throughout the county to support this urban 4-H program may be indicative of sources we may tap for future disadvantaged family programs. This 4-H Summer Gardening Program is an excellent example of how limited resources can provide a large-scale, successful program with the urban poor.

6. After an initial 4-H summer gardening program, the participants at all age levels are very receptive to additional Extension programs. The youth are receptive to 4-H youth groups and the urban designed projects such as indoor gardening, fix-it projects and embryology; while the adults could be provided with programs in the fields of food and nutrition, clothing construction and inexpensive methods of developing storage space facilities in their apartments. This Summer Gardening Program opens the door for continuous Extension programming.

7. This study points out the need for additional studies in order to develop guidelines for Extension programming with the disadvantaged, urban poor. Some possible studies include:

    a. Ways of encouraging the large percentage of non-participators to join the program.

    b. The amount of assistance the participants would need to establish successful gardens.

c. The amount of training required by the program aides to supervise the participants efficiently.

d. Which recognition methods best represent the Extension organization in these deprived areas.

e. Ways of securing additional community and other sources of support to enlarge Extension's role in the disadvantaged urban areas.

f. What types of projects and activities are best received by the urban family to retain their interest in continuous programming.

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National Rural Electric Cooperative Association. 4-H-77. Washington, D.C., August, 1968.

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Shaw, George Bernard. Quoted by Naomi C. Albanese in an address to New York State Annual Home Economics Meeting, April 29, 1966. (Mimeographed.)

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APPENDIX I

The questionnaire used by the interviewer while talking to the respondent is shown here. These questionnaires were color-coded by areas and were signed by the interviewer to assist with the tabulation procedures.

4-H DIVISION
SCHENECTADY COUNTY EXTENSION SERVICE ASSOCIATION
620 State Street, Schenectady, N.Y. 12307

Joel R. Soobitsky
Mrs Mary L Anderson

Cooperative Extension Agents
4-H Division

QUESTIONNAIRE

Schenectady Inner-City 4-H Summer Gardening Program

The purpose of this Questionnaire is to collect useful data from participants so this special, community-sponsored program may be improved and expanded to reach more youngsters in the future.)

NAME _____ AGE_____ GRADE_____

ADDRESS _____

1 Did you know what the 4-H organization was before you participated this summer? _____Yes _____No If yes, have you taken part in this type of summer program before? _____Yes. _____No. How many years?_____.

2. Please describe what you consider the 4-H organization stands for now that you are enrolled. (Check how well they describe 4-H organization.)

____Excellent; ____Very Good; ____Good; ____Fair; ____Poor

3. Please check any of the following reasons why you are participating in this 4-H Summer Gardening Program:

a) _____availability of seeds and plants.
b) _____parents wanted me to join.
c) _____I enjoy gardening.
d) _____Friends were in this program
e) _____Interested in improving home environment.
f) _____I was bored.
g) _____Interested in a summer activity.
h) _____availability of "We Care" 4-H signs for window display.
i) _____recognition trip to the Altamont Fair.

From the list above, which are the two most important reasons why you are taking part in this program:

First:_____ Second:_____

Is there any other reason, not listed above, why you enrolled? (Please write out response)

_____

_____

_____

How did you become aware of this 4-H Summer Program?

a) _____School flyer.
b) _____S.C.A.P flyer
c) _____4-H flyer.
d) _____S.C.A.P. Neighborhood Aide
e) _____through a friend.
f) _____through a Teen Aide or 4-H Agent

Any other means, not listed (Write out response.):_____

_____

5 Did you receive enough supervision from the 4-H Representative?

_____Yes. _____No

6 What did you like most about this 4-H Summer Gardening Program?_____

_____.

7 What did you dislike about this Program? _____

_____

8. Would you participate again next summer? _____Yes. _____No. Why?_____

_____

_____.

9 Would you join a 4-H Group this fall if available in your own neighborhood?

_____Yes _____No _____Possibly.

For Interviewer:

1. Please rate this garden:

___Excellent; ____Very Good; ____Good; ____Fair; ____Poor.

2 Comments:

Date:_____ Interviewer:_____

APPENDIX II

The Schenectady County Chamber of Commerce promotional letter is shown here as an example of community sponsorship for the 4-H Summer Gardening Program in Schenectady.

Also shown here are the two flyers that were enclosed with this letter as examples of the promotional materials developed by Schenectady County 4-H Division to secure the interest and support of the community organizations.

Schenectady County chamber of commerce, inc.

101 State Street, Schenectady, New York, 12305
Area Code 518/FR2-5656

ACCREDITED
CHAMBER of Commerce
CHAMBER OF COMMERCE
OF UNITED STATES

March 21, 1969

Mr Joel R. Soobitsky - Division Leader
Schenectady County Extension Service - 4-H Division
Schenectady County Office Building
620 State Street
Schenectady, NEw York 12307

Dear Joel:

Attached you will find two pieces of literature which describes a program being carried out in Schenectady that is worthy of your attention. The Agriculture Committee of the Schenectady County Chamber of Commerce has been involved as a co-sponsor of this program over the past year and has witnessed its growth and success.

Because of the nature of the program, and its commendable aim of reaching youth with projects to aid in their healthy development, I believe it deserves your attention and consideration as a potential co-sponsor.

Joel Soobitsky, 4-H Cooperative Extension Agent has ably administered the program since its inception. He will do so again this year. Joel would like an opportunity to explain this program in detail to a representative of your group. Accordingly, we would like to invite you to send a representative to meet with us Tuesday, April 1, at 8:30 a.m., in the Chamber Board Room.

The presentation will not last longer than one hour. Coffee and donuts will be provided. I sincerely hope that a representative from your group will be present.

Sincerely,

Bill

William Starr, Chairman
Agriculture Committee

Enc.
lw

APPENDIX C

The following narrative report is just one example of reporting specific programs which were sponsored through written proposals. This narrative was distributed to each Extension family, community leaders, and organizations, all sponsors and potential sponsors and anyone who the agents felt should read the report. Although several programs reported here were sponsored by the Sears Foundation, they were supplemented by local support.

COOPERATIVE EXTENSION, 4-H DIVISION

QUARTERLY NARRATIVE REPORT

July 1, 1968 - September 30, 1968

Joel R. Soobitsky
Mary L. Anderson

Cooperative Extension Agents,
Schenectady County 4-H

DISADVANTAGED YOUTH PROGRAMS

Introduction: For the past three years, the 4-H Division has focused many efforts in providing educational programs for disadvantaged youth within the city of Schenectady. This past summer witnessed many exciting and rewarding programs. This narrative will summarize our various approaches in providing youngsters in deprived environments an educational experience in a 4-H summer program.

YATES VILLAGE BEAUTIFICATION PROGRAM

Pictured below beginning the planting of window boxes and the garden plots are, from the left: Jimmy Waterson; Alice Hair; SCAP Representative, Mrs. Marzella LeFlore; 4-H Agent, Joel Soobitsky; and Chamber of Commerce Representative, Charles R. Keens.

150 boys and girls from Yates Village were awarded a trip to Altamont Fair in recognition of their successful participation in a 4-H garden Project this summer.

The youngsters exhibited flowers at both Altamont and State Fairs and were awarded a large number of "Excellent" awards.

4-H was initiated in Yates Village 3 years ago with the youngsters building 100 windowboxes and now has gained tremendous community support. The Agricultural Committee of the Chamber of Commerce coordinated this program as its Beautification Project for the year. They obtained financial support from Schenectady, Rotterdam and Niskayuna Kiwanis Clubs, and the Schenectady Rotary Club, and $500 worth of tools from the Municipal Housing Authority. Funds were used to hire Mr. Verner Poulsen as a 4-H Field

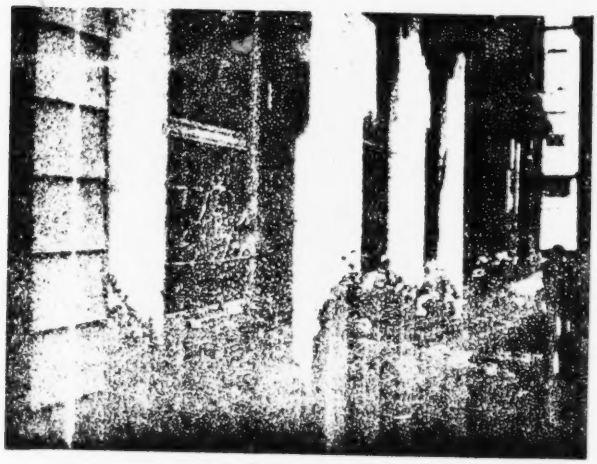
Assistant at Yates Village, to provide plants and seeds, fertilizers and pesticides to strengthen the city gardens

Mrs. George LeFlore, Neighborhood Aide for SCAP; Joseph Dalton, Chamber of Commerce; Maurice Tidball, Agricultural Committee of the Chamber of Commerce; Joseph Carlo, Schenectady Kiwanis; Leo Griffin, Niskayuna Kiwanis; Dr. William Wells, Schenectady Rotary; and Verner Poulsen, Field Assistant, provided an excellent committee for this program.

An "Open House" was held where guests were provided a tour of the gardens with special guests from the City Council, the MHA, the Chamber and State Department of Urban Housing in attendance.

This program has provided the youngsters and the families in Yates Village with a spark of pride as they have "lived" through a summer of rewarding accomplishments in seeing their yards beautiful and exhibiting excellent entries at the Altamont and State Fairs. The bus trip to the Altamont Fair and lunch provided by the 4-H Council also provided the recognition for their efforts. The community support and interest certainly strengthens the value of a 4-H Program in providing educational experiences for the youth in the inner city of Schenectady.

RIVERSIDE-BARRETT STREET AREA GARDEN PROGRAM



This summer was the first time that the Riverside-Barrett Street Area displayed window boxes and small gardens exhibiting flowers and vegetables. 30 youngsters beautified their yards with both annual flowers and vegetables. Mrs. Beverly Lewis, Neighborhood Aide for the Friendship Action Center, SCAP Office, acted as the coordinator with the community sponsorship of Sheldon's Agway, Pine Grove Dairy and the Sons of Italy Lodge #321, Inc. The Sears-Roebuck Foundation provided the funds for the vegetable plants.

Sam Perretta, former 4-H'er and a sophomore at Oswego State, served as a 4-H Field Assistant and provided excellent leadership to the youngsters. 25 metal window boxes were provided because of the limitation of land in this congested area of Schenectady. The boxes were placed on the front steps or on sidewalks for the annual flowers.

The 30 youngsters were provided a recognition trip to Altamont Fair. A sewing club is now being formed as our initial club approach in this area. The program was very successful as we feel a spark of interest is now developing for these youngsters who need an opportunity for educational programs outside the framework of formal schooling.

SUMMER TEEN PROGRAM - YATES VILLAGE

S.T.P. or the Summer Teen Program was a unique 4-H program initiated this summer in Yates Village. It was unique in that the talents of 7 volunteer teenagers were used to provide leadership to a group of 8 to 13 year old Yates Village residents. The teens, who had no previous 4-H experiences, were recruited through the Recruitment Program conducted by the Volunteer Bureau of the Community Welfare Council

During the 6 week period, the Teen Leaders held planning meetings each Monday morning followed by group meetings each Tuesday and Thursday mornings. Miss Penny Flint, Summer 4-H Assistant, worked with the Teen Leaders to help them teach parts of the 4-H projects, Stages to Storage; Start and Go; Home Improvement; and Foods, Let's Begin. One educational trip to the Altamont Fair was included in the program.

The teen leaders helped the youngsters plan and prepare an "Open House" for invited guests including their families, City Council, Municipal Housing Authority, Chamber of Commerce and State Department of Urban Housing, as a climax to the program. The group prepared elaborate refreshments.

Pictured above, proudly showing some of the 4-H PROJECTS ON DISPLAY at the Open House, are: Steve Carlock and Mary Moore Others in the picture are, left to right, Mr. Verner Poulsen, 4-H Field Assistant; Miss Penny Flint; Jill Raimondi, one of the summer teens

The key to this program was the utilization of the time and talents of middle class, 14 to 17 year olds. They were very reliable and missed meetings only because of family vacations. In some cases, they could have spent more time on this program. Because they were non 4-H members, they were not familiar with 4-H projects. Next year, we plan to offer a concentrated block of project leader training prior to meeting with the children. The teens also suggested having more educational trips.

The teens represented four different high schools. We expect more teen volunteers next year and certainly realize the need to expand the program to include other poverty pockets. Field staff will be needed to coordinate an expanded program. Penny Flint, our Summer Assistant, did an excellent job at filling this role this summer.

SEARS FOUNDATION NEIGHBORHOOD IMPROVEMENT PROGRAM

The Sears-Roebuck Foundation provided funds for the 4-H Division to initiate vegetable gardens in several areas of Schenectady's inner-city. This funding was the spark that ignited the community's awareness of the ability of 4-H to provide educational opportunities to our city's disadvantaged youth.

High producing, hardy tomato and pepper plants, along with seeds were provided youngsters in the Riverside-Barrett Street area, Summit Avenue area and Yates Village. Because of the limitations of the land space, many vegetables were planted in front yards, in barrels cut in half, and in fenced-in boiler room areas. The youngsters can now appreciate that very little space is really needed to grow vegetables successfully. The tomatoes and peppers certainly were appreciated by the entire family and this provided a real sense of accomplishment and individual worth to the youngster.

This program was very successful and another proposal has been submitted to the Sears-Roebuck Foundation for additional funds with which to continue and to expand this initial approach.

INTERCULTURAL EXPERIENCES - LUTHERAN CHURCH PROGRAM

The Messiah Lutheran Church, a suburban parish, has provided 4-H leadership for the inner-city First English Lutheran Church which has a club of 16 girls.

During the summer months a unique proposal of intercultural experiences was presented to Cornell University and funded from available money from the Sears-Roebuck Foundation Intercultural Experiences funds. This proposal provided opportunities for the 16 girls from the inner-city and 16 girls from the suburban church to take part in a series of field trips to gain a greater insight and appreciation of agriculture and of rural people, to see how other people live and how foods are produced.

Opportunities were provided for this group to see institutional farming at Cobleskill Agricultural and Technical College, to visit a farm family and live through a typical afternoon of farm activities, to appreciate the historical aspects of agriculture at the Farmer's Museum in Cooperstown, and to dine out at an exclusive restaurant on Otsego Lake.

The 4-H Division and the Messiah Lutheran Church provided the chaperones and the transportation The trips also provided opportunities for these youngsters to gain a greater insight and appreciation of each other, to experience a sense of individual worth by dining in an elaborate restaurant, to appreciate a college campus as a form of career exploration, and to share their experiences with their families, neighbors, classmates and friends.

This program was very successful and will be continued next summer and expanded to include new groups of youngsters from other disadvantaged areas in the city of Schenectady. The 4-H Division is in the position of community resource to coordinate the suburban, middle-class youngsters with the urban, disadvantaged youngster in learning experiences about the facts of agriculture which are not evident in an urban-suburban environment; and at the same time, provide opportunities for inter-cultural personal relationships.

CHILD CARE IV - HEAD START

Mrs. Gloria Fusco, Administrator of the Schenectady County Summer Head Start Program, contacted the 4-H Division in June requesting the Child Care IV project for the teenage volunteers in the program. Mr. David Dik, 4-H Youth Development Specialist, assisted in setting up the program. Mrs. Jenny Birckmayer, Consultant, Child Development and Family Relations at Cornell University, conducted the five sessions held with approximately 12 teens. The sessions were held during the summer so that the teens could easily relate to the pre-schoolers in their Headstart Centers.

The teens were very enthusiastic about the information presented. Several teenagers are following through by acting as a big brother or sister for one of the 4 year olds they met this summer.

Even though the individual teachers with whom the teens worked varied in ability, the program in general, was very successful.

We hope to continue to offer this program with the assistance of Mrs. Birckmayer. It is a non-traditional approach which can be very meaningful in an urban county like Schenectady.

APPENDIX D

POTENTIAL LIST OF LOCAL SPONSORS

The sponsors listed here may or may not be located in every county in this country; however, the organization may spark your imagination of potential sources within the community. Remember that personnel and/or supplies are as important as actual soft money.

A. CIVIC ORGANIZATIONS:

1. Kiwanis
2. Rotary
3. Lions
4. Optimists
5. National Association of Professional Women

B. FRATERNAL ORGANIZATIONS

1. Odd Fellows
2. Elks - B.P.O.E.
3. Masons
4. Knights of Columbus
5. Grange

C. SERVICE ORGANIZATIONS

1. Jaycees - Jaynees
2. NAACP
3. Council of Churches
4. Welfare councils
5. Volunteer Fireman's Association

D. BUSINESS ORGANIZATIONS

1. Chamber of Commerce
2. Merchants Bureaus
3. Farm Bureau
4. County Bank Associations
5. Local Unions

E. BUSINESSES

1. Lumber Companies
2. Seed Companies
3. Grocery and Department Stores
4. Cooperatives
5. Dairies and Food Processing Plants

A C K N O W L E D G E M E N T

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Betty Ledewitz - Oklahoma State University
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